

The impact of the campus teaching program on social sciences education students Universitas Negeri Yogyakarta: An interpretative phenomenological analysis

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ABSTRACT

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Teaching Assistance Program widely known as Kampus Mengajar (KM) Program is a program in the Merdeka Belajar Kampus Merdeka (MBKM) policy. Since its implementation in mid-2021, this program has been attended by many students from all over Indonesia, including students of the Social Studies Education Study Program, Faculty of Social, Legal and Political Sciences, Yogyakarta State University (UNY). This research aims to find out experiences related to the impact of the participation of students of the UNY Social Studies Education Study Program on the development of their competencies as prospective teachers. This research was conducted with a qualitative approach, using phenomenological research methods. Participants are students of the Social Studies Education Program UNY who are registered as participants in the program and have completed the KM program. The research data were collected through in-depth interviews, the data were then analyzed using interpretative phenomenological analysis techniques. The results of the study explained that students of the UNY Social Studies Education study program who participated in the Teaching Campus program had the experience of developing their abilities as prospective teachers during the assignment in the education unit where they were assigned. Pedagogical competence is obtained related to how students understand and communicate with students. Professional competence development is obtained by planning, implementing and evaluating learning. Students' social competence is developed through social interactions carried out with school residents, and personal competence is developed by placing themselves well, dressing well, and providing examples of good attitudes to students at school.

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INTRODUCTION

The Merdeka Belajar Kampus Merdeka (MBKM) policy has been implemented in Indonesia since 2020 by the Minister of Education and Culture Nadiem Makarim. This educational policy is considered relevant and appropriate to be applied at the tertiary level in accordance with the challenges of a very dynamic era. Mentioned by Fuadi (2021) MBKM consists of two important concepts, the first is 'Merdeka Belajar', which emphasizes freedom

of thought. The basis of freedom of thought is to be started first by educators. This view needs to be seen as an effort to respect changes in learning at various levels of education, from elementary school, secondary school, to higher education. Second, the concept of 'Independent Campus', this concept emphasizes education in higher education that has independence and freedom.

The implementation of MBKM has caused a paradigm shift in the world of education, not least in higher education. Elements of independence and freedom are implemented by educators in the classroom to freely choose the most appropriate teaching methods and freely choose the best elements in the curriculum. This independence and freedom can be said to be a form of education that emphasizes educational democracy (Susilawati, 2021). This policy change is a revolutionary change that is applied to learning at all levels of education (Bhakti et al., 2022).

The implementation of the MBKM policy was then followed up with changes and adjustments to educational practices at the university level, one of which was adjusting the curriculum in accordance with the MBKM philosophy. In the MBKM curriculum, students are given the opportunity to take lectures outside the existing courses in their majors or study programs, or take part in activities outside of lectures that are in accordance with the MBKM program. Students are allowed to take lectures outside the courses offered in their study program, within the same university or from other universities to gain knowledge that students are interested in or that supports their competence. Students are given the opportunity to take this MBKM course equivalent to one semester or equivalent to 20 credits.

In detail, based on Permendikbud No.3 of 2020 Article 5 paragraph 1, there are eight forms of learning activities offered by MBKM that can be followed by students both within the study program and outside the study program, namely: 1) student exchange; 2) work practice / internship in industry or other places; 3) teaching assistance in educational units; 4) research / research; 5) humanitarian projects; 6) entrepreneurial activities; 7) independent studies or projects, and 8) building villages / thematic real work lectures. Students can choose which activities to participate in with guidance from lecturers. Through these activities, it is hoped that it can provide contextualized experiences that can improve student competence as a whole (Fauziah & Vantissha, 2021).

The teaching assistance program in educational units is one of the most popular programs among students throughout Indonesia. This program is better known as the Teaching Campus (KM) program. The KM program started in 2021 and continues to run. This program was also raised in the MBKM policy against the background that the quality of education at the primary and secondary school levels is still low. The results of the 2018 Program for International Student Assessment (PISA) survey show that Indonesia is not in a proud position. Indonesia's PISA score did not reach the average score of the Organization for Economic Co-operation and Development (OECD) countries. Based on the PISA 2018 results, it is known that Indonesia ranks 374th for reading ability with a score of 371, mathematical ability is 73rd with a score of 379, and science ability is 71st with a score of

396. These results more or less reflect the profile of education in Indonesia which still needs to catch up with other countries. Especially in the aspects of literacy, numeracy, and technological adaptation.

In this program, students participating in the program practice teaching assistance in schools, both schools in remote areas and those in urban areas. The objectives of the Teaching Campus are: 1) to provide opportunities for students who have an interest in the field of education to deepen their practice and knowledge through becoming teachers in schools; 2) to help efforts to improve the equitable distribution of education quality and the relevance of primary and secondary education to higher education and keep up with the times; 3) to help fill the limitations of teachers and the lack of teaching facilities in areas in need; 4) the teaching assistance program in educational units can be a vehicle for learning for students who come from Education and Education Personnel Institutions (LPTK), especially students from education study programs as a means of increasing the competencies needed as a teacher; and 5) become a means of connecting or bridging for people in villages to be able to follow progress through the presence of students in daily activities in schools, so that there is a process of transferring experience and inspiration (Fuadi, 2021).

Through the Teaching Campus program, students are expected to collaborate with schools in carrying out their activities. In one school that becomes a placement school, a student group of four to six students will be sent. In their activities, students refer to the output objectives set by the ministry. Primarily, students assist in the implementation of learning in the classroom, help improve literacy and numeracy skills, assist in the process of adapting technology for teachers and students, and assist in school administration.

Universitas Negeri Yogyakarta (UNY) supports the participation of its students in the Teaching Campus program. A number of UNY students have participated in the Teaching Campus program from batch 1 to 5. Social Studies Education students as part of UNY also participated in this program. As many as 7 students participated in Teaching Campus Batch 2, 17 students participated in Teaching Campus Batch 3, and 5 students participated in Teaching Campus 5. From the number of students involved in the KM program, it can be said that what is offered in this program is of interest to students.

Looking at the sustainability of the program, ideally the implementation of this policy needs to be studied and evaluated to find out how it impacts students, universities, and partner schools, and improvements can be made if necessary. Several studies have been conducted to see the impact of the Teaching Campus implementation. Research conducted by Prasetyo, et al. (2021) explained that students of the PKnH UMS study program who participated in the Teaching Campus felt the good impact of KM participation on aspects of individual development, such as self-management, training cooperation, self-confidence, and critical thinking; on other aspects such as students feeling helped by UKT assistance incentives; and ease of course conversion. A study conducted by Suwanti, et al. (2022) on 78 students of the Faculty of Science and Technology, PGRI Kanjuruhan University Malang (EST Unikama) who participated in the Teaching Campus program regarding the impact of the Teaching

Campus program on students. It is known that the teaching campus program not only provides classroom teaching experience, but also helps improve students' cooperation skills and soft skills.

The Teaching Campus program is one of the seven programs in the Merdeka Belajar Kampus Merdeka policy. It was launched by the Minister of Education and Culture of the Republic of Indonesia which provides opportunities for students during the pandemic, to train and develop themselves through activities outside the lecture class so that they are able and ready to teach in schools that are close to their domicile. This program will form a symbiotic mutualism, where schools that become partners of Teaching Campus participants can carry out learning with innovations from Teaching Campus participants, and vice versa with Teaching Campus participants who gain teaching experience that will train students' soft skills so as to create good graduates from universities.

Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia (2021: 3) The Teaching Campus is part of the Merdeka Learning Campus program whose activities are teaching at elementary and junior high schools near their domiciles throughout Indonesia which are included in the 3T (Frontier, Disadvantaged, and Outermost) areas. The schools that will be targeted by Teaching Campus participants are schools that need assistance in improving AKM, where students help the teaching and learning process at school, especially literacy, numeracy, technology adaptation, and school administration.

The objectives of the Teaching Campus Program according to the Teaching Campus Program guidebook (2021: 6) are: 1) providing opportunities for students to learn and develop themselves through activities outside the lecture class; 2) helping schools to provide optimal educational services to all students at the primary and junior high school levels in limited and critical conditions during the pandemic; 3) providing optimal learning opportunities to all students at the primary and junior high school levels in limited and critical conditions during the pandemic.

The benefits that will be felt by several parties, according to Kemdikbud (2021: 4) are: 1) for students, through this program it is hoped that they can hone their leadership, soft skills, and character as well as have teaching experience, collaborate with teachers in elementary and junior high schools in learning activities, in addition students also get credit recognition from learning activities carried out amounting to 20 credits; 2) for lecturers, through this program it is hoped that it will provide opportunities for lecturers across study programs to collaborate with students, schools, and teachers in educational development; 3) for universities, this program is expected to provide space for dedication, application of various studies, innovations and creativity produced by lecturers in improving the quality of education and assisting in achieving key performance indicators; 4) for partner schools, through this program it is hoped that there will be an increase in the effectiveness of the learning process in schools including in the emergency conditions of the COVID-19 pandemic; 5) for students in partner schools, it is hoped that through this program they will get inspiration, motivation to learn, add contextual learning content and learning duration.

In the Teaching Campus implementation guide published by the Ministry of Education and Culture (2021: 3), it is stated that the stages in the Teaching Campus include: 1) preparation, including requirements and conditions for prospective participants; 2) Teaching Campus Program tests; 3) program time requirements; 4) Teaching Campus program placement locations, namely elementary and junior high schools starting in batch 3, which are decided to prioritize schools with low AKM scores in all regions of Indonesia; 5) student activities during the program. In this section, it is explained if students participate in debriefing, coordination, assignment, and post-assignment.

At the debriefing stage, students are required to follow material exposure with the theme of elementary school pedagogy; literacy and numeracy learning; ethics and communication; distance learning concepts; assessment applications in learning; MBKM applications; behavior ambassadors during the pandemic; Pancasila student profiles; and child protection principles. Through this material, it is hoped that students will have sufficient knowledge and understanding to go to school. At the coordination stage, students coordinate with field assistant lecturers, the education office, and the placement location school. At the assignment stage, students are deployed at school for 16-20 weeks to do activities at school. Activities include teaching and non-teaching activities. Furthermore, at the final stage of the assignment, students conduct self-assessment, peer assessment, and compile a final report.

Teaching is a profession. Someone who wants to become a teacher must receive special education at a teacher education institution. Rusman (2016:19) explains teacher professionalism as the direction, value, purpose, and quality of an expertise and authority in the field of education and learning related to one's work for a living. As the front guard of education, teachers must be able to be professional so that the success of every educational effort can be achieved, so any changes in the world of education will always include the factor of teacher professionalism.

Teacher professionalism is characterized by the presence or absence of competencies regulated in article 10 paragraph (1) of Law Number 14 of 2005 concerning teachers and lecturers mandating that teachers must have Pedagogical Competence, Personality Competence, Social Competence, and Professional Competence. The four competencies are holistic and are a unity that characterizes professional teachers. The explanation of the four competencies that must be possessed by a teacher, namely: 1) pedagogic competence; 2) personal competence; 3) professional competence; and 4) social competence. Pedagogic competence is explained in the National Education Standards as the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

Personal competence is explained as the ability of a steady, stable, mature, wise and authoritative personality, a role model for students and a noble character. Professional competence is explained in the SNP explanation of article 28 paragraph 3 point c as the ability to master learning material broadly and deeply which allows guiding students to meet the competency standards set out in the National Education Standards. Social competence is

explained in the SNP explanation of article 28 paragraph 3 point d as part of the community to communicate and associate effectively with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community. In the context of efforts to improve teacher professionalism in Indonesia, a complete and quality teacher personality is very important because this is where professional responsibility arises as well as the core of professional strength and readiness to always develop themselves. In connection with the above, efforts to improve the teaching profession in Indonesia according to Nurdin (2019: 20) "At least face and take into account four factors, namely: 1) the availability and quality of prospective teachers; 2) pre-service education; 3) in-service coaching mechanisms; and 4) the role of professional organizations.

Rusdiana and Yeti (2015: 47) explain that professional teacher practices can be implemented if teachers do the following six things: 1) in planning lessons, teachers like to try new ideas and record their progress; plan learning well; think about students with various learning speeds; and think about good learning strategies so that students continue to learn meaningfully; 2) in terms of learning administration, a teacher stores data that supports the success of student learning, and uses technology in storing this data; 3) in managing the classroom, a professional teacher tries to keep the classroom neat and students focused on learning, preparing for learning, and motivating students to do their best in learning; 4) in terms of school attendance, a professional teacher always informs superiors when unable to attend, prepares lessons for substitute teachers, and tries to be present on time; 5) in terms of communication, a professional teacher is a good listener, empathizes, understands students, and tries to use positive language in communication; 6) in terms of contribution to the school, a professional teacher tries to be enthusiastic about school activities, and helps with school needs.

From the theoretical explanation above, it can be understood that one of the efforts to improve the quality of prospective teacher students in Indonesia is through the Teaching Campus program. This program is not specifically designed to be followed by education students, but for education students as prospective teachers, this program is very strategic as a vehicle for them to practice, learn, and hone themselves to improve the competencies that will be needed later when students become real teachers.

As explained above, to find out how the impact felt by students participating in the Teaching Campus Program on students, exploration needs to be done. Therefore, this study aims to determine the impact felt by students in the Teaching Campus program at the UNY Social Studies Education Study Program based on the experiences of students participating in the Teaching Campus.

METHOD

This research is phenomenological research. Phenomenological research is used to answer the research question of the impact felt by PIPS students in their participation in the Teaching Campus, because it allows researchers to explore the realm of participants'

experiences. Experience is very dependent on the awareness of each participant, so to reveal this experience, researchers need to explore and understand the specific and different phenomena experienced by individuals to the level of “belief” of the individual concerned. Researchers see that a certain phenomenon can influence and provide a unique experience for individuals and groups. Phenomenology is presented by Qutoshi (2018: 215) as a science of human understanding at a deeper level by looking at the phenomenon itself. Phenomenology as an approach seeks the true meaning of a phenomenon from a person's experience. The data sources in this study were social studies education study program students who participated in the Teaching Campus program and had completed the assignment, meaning that students who were doing Teaching Campus assignments when the research was conducted were not involved in the research.

Data analysis was carried out using the IPA (Interpretative Phenomenological Analysis) technique which includes the steps (Purnamasari & La Kahija, 2018): 1) Reading the transcript repeatedly; 2) Initial recording (noting comments, interpreting through codes, grouping according to the meaning of similar money); 3) Read the themes that emerge; 4) Looking for the same relationships between themes; 5) Move on to the next case; 6) Look for similar patterns between cases; and 7) Describe the main theme. IPA data analysis techniques are considered appropriate because IPA seeks to investigate how an individual interprets important experiences in his life in a natural setting (Smith, Flower & Larkin, 2009). The selection of science research subjects was based on a purposive sampling technique (Smith, Flowers & Larkin, 2009). The sample objective is generally selected after an initial survey or interviews in the field to ensure that the people selected in the research display appropriate criteria in the research (Sugiyono, 2009). There were 7 participants in this research, with the following criteria: 1) students of the UNY Social Sciences Education study program; 2) Have completed your campus teaching assignment; 3) willing to become a research subject by agreeing to collect data.

Research quality is achieved through several principles as stated by Yardley (in Smith, Flower, & Larkin, 2009), namely 1) Sensitivity to context, researchers understand the context of discussions on campus teaching topics, prospective social studies teachers, CPL requirements in lectures in the study program social studies education; 2) Commitment to accuracy, researchers try to be sensitive to the verbal expressions conveyed by participants; 3) transparency and connectedness, participants understand the purpose of the research, give consent to be asked for information. Connectivity is carried out by continuity between research questions and the methods and perspective approaches used; and 4) the benefits of research interests, in this regard, the research is expected to be a theoretical contribution to the Social Sciences Education study program in particular, and other related study programs to provide consideration for students in participating in the Teaching Campus program.

The data collection method used in this research is in-depth semi-structured interviews. The interview questions addressed to participants were open-ended and did not lead directly to the research questions. The process of collecting data through interviews was

carried out using a sound recording device. Recording was carried out with the consent of the participants, and the recording results were then converted into written form (transcript) for later data analysis. The data analysis process is assisted by Atlas.ti software to help the process.

RESULT AND DISCUSSION

Seven participants who met the research characteristics were interviewed. Participant demographic data can be seen in Table 1. The results of analysis of interview transcript data found one main theme, with four super-ordinate themes. A summary of the main and super-ordinate themes can be seen in Table 2.

Table 1. Demographic Information

Pseudonim	Age	School/
Cia	22	Elementary School in Madiun
Fir	22	Elementary School in Magelang
Gus	22	Elementary School in Cirebon
Sese	21	Elementary School in Kulon Progo
Era	22	Elementary School in Kulon Progo
Ful	21	Secondary School in Sleman
Mel	22	Elementary School in Kulon Progo

Table 2. Main Theme and Super-Ordinat Themes

Main Theme	Super-Ordinat Themes
Impact of training prospective teachers' skills	Train pedagogical competence Train professional competence Train social competence Train personal competence

In the superordinate theme of training pedagogical competence, participants learn to manage classes, especially classes with students who come from very diverse backgrounds. Participants learned to interact with students. Sese explained that he had several times

advised students who committed verbal violence at his assigned school. Gus participants practiced how to control students who tend to cause commotion in class by standing near the student's seat more often during class. Participant Ful explained that while participating in the program he positioned himself as an older sibling in order to close the distance with students and make communication with students easier. Cia and Fer, who work at elementary schools, said that they try to understand their students by opening themselves up to receiving stories from students at the school where they work. Sese explained that initially he had difficulty understanding the character of elementary school students, but he tried to increase interaction with his students. Mi explained that she doesn't have many obstacles in communicating with students, and according to her students tend to be able to follow her directions both in class and outside of class.

On the superordinate theme of training professional competence as a prospective teacher, participant Cia said that in everyday life, when you want to teach, you need to first study the topic that will be presented in class. Sese said that at least he had to read about the material that would be presented in class. Gus, Mi, and Ful said that they were also asked to carry out class assessments and carry out learning evaluations by assessing assignments and daily tests. Participant Gus said that if asked by the teacher, he would practice compiling learning tools that would be used when teaching as well as designing learning activities. On this theme, Fir said that at the beginning of the week he usually communicates with the teacher to discuss the material that will be presented in class.

On the superordinate theme of training social competence, participants explained that their assignment experience made them have more friends from various universities and build good relationships with their field supervisors. Cia said that so far they are used to interacting with people their own age, but when they are assigned they feel like they are working with teachers, administrative staff, and other people who are older than them. Gus said that as a prospective student teacher who works at a school, he must communicate intensively with tutor teachers, school principals and field supervisors in carrying out daily activities so that he feels certain that he has carried out activities that are beneficial to students and the school. Ful said that at the beginning of the assignment he positioned himself as a teacher, but gradually he changed his communication style with students by positioning himself as a practical student who was friendlier to students. Sese said that in order to be able to interact with students, it is necessary to occasionally emphasize to students that they are in charge of guiding students in class and outside of class, so that students have a sense of obedience to the teachers and students who work at the school.

On the superordinate theme of training Era's personal competence, Fir and Cia explained that in their daily lives at school they often set an example in interacting with students by speaking well and using good language. Sese explained that through assignments he changed his way of dressing from initially liking wearing sports shoes and trousers in daily activities to wearing loafers and cloth skirts to be more suited to his duties at school.

Gus explained that at school he was also known as a Koran teacher, so Gus was quite respected by the students.

Based on the results of the interviews, it is known that there are various activities carried out by the participants, which are related to their learning needs as prospective teachers which refer to the skills of a teacher. Referring to article 10 paragraph (1) of Law Number 14 of 2005 concerning teachers and lecturers mandates that teachers must have Pedagogical Competencies, Personal Competencies, Social Competencies and Professional Competencies, participants carry out activities that reflect efforts to develop teacher professionalism.

Participants felt that their participation in the KM program grew their pedagogical abilities. Pedagogical abilities are developed in the implementation of learning in the classroom where students apply various learning methods, provide a supportive attitude to students, and create meaningful learning for students at the assignment location. This activity helps students develop their pedagogical skills so that students in class can enjoy learning in a fun situation (joyful learning) and higher quality learning (Widiastuti, et al. : 2022).

Participants felt the impact of increasing professional skills, in accordance with the urgency of increasing teachers' abilities to carry out learning, scientific writing, and mastery of teaching materials which will later be beneficial for students' career development when they enter the world of work (Paimun, 2020). The increase in professional abilities is felt to include broad and comprehensive mastery of teaching material, mastery of material and scientific substance, and mastery of the structure of knowledge. Participants felt that the assignments carried out at school honed their professional skills as prospective teachers.

Participants' social abilities are developed through social interactions carried out by participants with students, fellow KM participants, teachers, employees, student guardians, and the surrounding community. Participants learn how to communicate effectively and position themselves as student KM participants who are also prospective teachers. Students of the Social Sciences Education study program who are KM participants learn a lot to develop their personality abilities through various activities carried out during assignments, which enable them to be able to position themselves, interact with other community members at school, and complete predetermined activities. The development of prospective teachers' abilities in KM activities is also found in several studies. Research conducted by Sugiharto, et al. (2020: 139) explains that students participating in the KM program gain new abilities or develop existing abilities in the form of pedagogical competence. A study conducted by Azisah (2022:31) also concluded that students participating in KM experienced improvements in pedagogical, personal, social and professional abilities through various learning activities carried out at school. A study by Fauzi, et al (2021) shows that the Teaching Campus program provides great benefits for students, namely that students have the opportunity to develop leadership skills, develop character, and gain experience outside the classroom. The five participants experienced a variety of tasks that developed leadership skills through interactions with students.

CONCLUSION

This study was conducted to determine the impact felt by students of the Social Studies Education Study Program who participated in the Teaching Campus Program related to the development of their abilities as prospective teachers. Based on the results of the study, it can be concluded that students of the UNY Social Studies Education study program who take part in the Teaching Campus program have experience developing their abilities as prospective teachers during the assignment in the education unit where they are assigned. Pedagogical competence is obtained related to how students understand and communicate with students. Professional competence development is obtained by planning, implementing and evaluating learning. Students' social competence is developed through social interactions carried out with school residents, and personal competence is developed by placing themselves well, dressing well, and providing examples of good attitudes to students at school.

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